

# LEADER

The Air Force ROTC Information Source

November 1999

**RUSHING  
TOWARD  
SUCCESS!**

**LEADER ONLINE**  
(SEE PAGE 1 FOR DETAILS)

# You pick the caption!



Okay readers, now it's your turn. Play editor for a day and come up with a catchy caption for this picture and submit it for next month's issue of the *Leader*. This photo will run again next month with the selected caption. Good luck and have fun!

## LEADER

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### Cover photo:

Cadet Michael Campie, Det. 730, University of Pittsburg, Penn., holds onto the football with dear life. (Photo by Ken Andreyo, Carnegie Mellon University Head photographer)

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BY TREY WARD**

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# The Thunderbirds... *Amazing!*

“The most incredible experience!”

That’s what Lt. Col. Brian T. Bishop, lead Thunderbird pilot, said about being a member of one of the most prestigious flying teams in the world.

Bishop, along with maintenance crewmember Tech. Sgt. James Tibbetts, spoke with the cadets at the detachment Sept. 24. Speaking to potential Air Force officers about service to their country, leadership and technological advances are among the many opportunities both Bishop and Tibbetts enjoy as Thunderbird members.

Tibbetts, who has wanted to be a part of the Thunderbirds’ team ever since he entered the Air Force 12 years ago, now has three years as a Thunderbird member and encourages cadets to learn from their Air Force experiences when commissioned.

When asked to elaborate on the F-16 fighter plane and its capabilities, Bishop conveyed his satisfaction with the plane’s speed, maneuverability and finesse in air show demonstrations. Because of its small size, all four Thunderbird planes are able to take off from one runway at the same time. The current air show demonstrations consist of three maneuvers—the “Diamond,” which demonstrates the precision of the aircraft; the “Two Solo,” which shows off the capability of the aircraft; and the “Delta,” which embodies the beauty of flight. Bishop revealed that his favorite maneuver is the “Delta Roll” because of its beauty and difficulty.

All over the world, the Thunderbirds are thought of as skillful experts, “top notch” or “the best of the best.”



(From left to right) Tech. Sgt. James Tibbetts, Thunderbird’s maintenance crewmember, Lt. Col. Edward Brown, Professor of Aerospace Studies, Cadet Janice Barker and Lt. Col. Brian Bishop, Thunderbird member, pose with an autographed photo presented to the detachment. (Photo by Cadet Paul Alvarez)

However, when being referred to in that manner, Bishop feels it’s important to relay that they are not “the best of the best,” rather they represent the best of the best...The U.S. Air Force.

According to Bishop, one thing that makes a good Thunderbird team member is attitude and cooperation. “How you interact with the team is of utmost importance when working with a 140-person team,” Bishop explained. He further noted that the number-one value a

Thunderbird pilot must possess is trust.

Some advice that Bishop and Tibbetts wanted to leave with cadets who plan to become future Air Force officers is to be open-minded. Bishop also advises cadets to read through, learn and appreciate every word of the Oath of Office and be prepared to work hard and have a lot of fun.

Cadet Jason Glenn, AS 300, asked Bishop and Tibbetts to sum up their Air Force experiences in one word. “Teamwork,” Bishop said. “Without working as a team, the mission couldn’t be accomplished.”

Bishop chose the word “amazing” to sum up his Air Force experience because of the many opportunities and experiences he has been offered during his career.

The cadets would all agree with the word “amazing” to sum up their experience with the Thunderbird commander and his crew chief. □

—By Cadet Jontae Lykes  
Det. 19, Alabama State University

# New officers attend Aerospace Basic Course

By 1st Lt. Roger Burdette  
Aerospace Basic Course

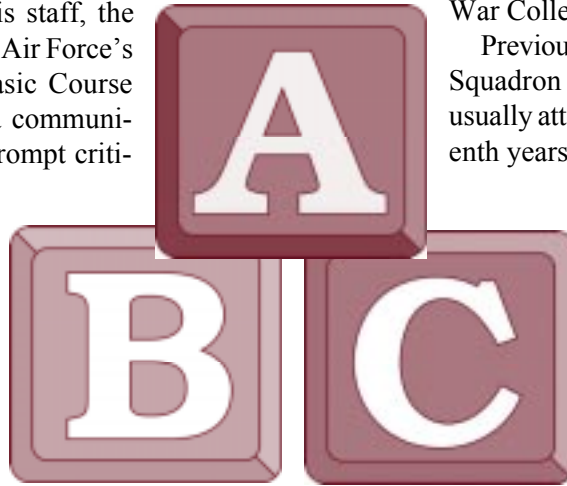
When speaking to his staff, the commandant of the Air Force's new Aerospace Basic Course tends to speak in questions—a communication technique designed to prompt critical thinking among his subordinates.

“What does it mean to be an ‘airman?’” Lt. Col. Douglas Lengenfelder asked two ABC junior officer flight commanders recently in his office. “What does the airman bring to the joint warfighting table?”

The commandant answered his own question: “Airmen are masters of aerospace power,” adding that at Aerospace Basic Course, “we produce airmen.”

More Air Force junior officers heard similar messages when ABC began its first official class Aug. 9 with more than 300 students; more than 700 students are scheduled to attend the second class. In 2000, the school plans to graduate 1,092 students; in 2001, 1,612 students and by 2002, approximately 5,000 students are expected to attend ABC each year.

ABC is the new first step in Air Force officer professional military education. As such, it is the first rung in a continuum of education that includes Squadron Officer School, Air Command and Staff College and Air



War College.

Previously, the first PME for officers was Squadron Officer School, which captains usually attend between their fourth and seventh years of commissioned service.

According to the commander of Air Education and Training Command, some members of today's Air Force have lost sight of what it means to be “airmen.” “Aerospace Basic Course was created to regain it by providing an experience common to all airmen,” Gen. Lloyd “Fig”

Newton said. “This course will bring all of our newly commissioned officers together and create a common base of understanding of how all the elements of our force fit together. This course was designed to provide a common frame of reference for understanding and employing aerospace forces.”

Lt. Gen. Lance Lord, Air University commander, said that ABC will be a valuable tool in helping the Air Force's future senior leaders get a strong start on becoming “absolute masters of the profession of arms and, specifically, aerospace power.” He said that such mastery is especially vital in today's “instant information” culture, where, for example, military campaigns are televised live worldwide and worldwide web pages are in-

creasing astronomically. As a result of the instant information age, “the process of what we do is as important as the result,” Lord said. “We no longer have the luxury of learning from our mistakes. We have to be masters of our craft.”

The concept of Aerospace Basic Course was chartered in 1996 by CORONA, a conference attended by Air Force senior leadership; ABC was activated in fall 1997. During the summer of 1998, ABC tested its concept by putting 312 newly commissioned officers and civilians through the course. CORONA ’98 approved the course with a desire to put 100 percent of new Air Force officers through the program.

“We are one Air Force and we must speak with one common voice about the pivotal contributions aerospace power can make to any crisis, battle or war,” said Gen. Michael Ryan, chief of staff of the Air Force, as he spoke to the 312 test students in 1998. “We expect you to know your business, know your Air Force doctrine and know how to apply it.”

Most ABC students will be new line officers from the three commissioning sources: Air Force Academy, Officer Training School and Air Force ROTC.

In addition to all new line officers, non-line officers such as legal officers, medical officers and chaplains; Air Force Reserve and Air National Guard officers;

and Air Force civilians will also be represented in each class.

According to Lengenfelder, bringing together the variety of new officers and officer-equivalent civilians will help the school meet its objective of helping new officers comprehend their roles as airmen who understand and live by Air Force core values, articulate and demonstrate the service’s core competencies and display the dedication as Air Force warriors it takes to accomplish today’s Air Force mission.

The ABC curriculum focuses on issues such as aerospace theory, doctrine and strategy; current and future aerospace systems and capabilities; and planning and executing joint aerospace operations. Values and ethic principles are interwoven throughout the four-week course.

The course culminates with “Operation Blue Thunder,” a four-day exercise in which students produce a joint aerospace operations plan and run a wing operations center and an air operations center. To run the wing operations center part of Blue Thunder, students “deploy” to a tent city built on Maxwell specifically for this purpose.

“Blue Thunder takes everything that the students have learned throughout the course and allows them to apply their new knowledge under field conditions,” Lengenfelder said.

“It’s exciting to be involved with such a new phenomena,” said 1st Lt. Deborah Price, an ABC instructor.

The instructors’ preparation for ABC included attending a test class in April. “The most significant thing I learned from ABC was how the Air Force employs its forces and how that differs from the other services.

I feel confident that I could hold a conversation about different service doctrine and ideas with someone from another service. That is something that I never dreamed I would ever be able to do until I went through ABC,” Price said.

Lengenfelder, a 20-year Air Force veteran, admitted that it took him 10 to 12 years to learn some of the lessons that ABC will now teach new lieutenants in four weeks.

Lengenfelder said that he takes his job as ABC commandant seriously—even passionately. He’s most passionate, he said, about what it means to be an “airman.” “The Air Force isn’t a 7:30 to 4:30 job. This is a profession—a calling,” he said.

But he has not always been so passionate, he said.

“When I came into my Air Force, I didn’t know enough about it to feel this way, and that’s what I want to change,” Lengenfelder said. “I don’t want somebody to have to spend 10 years in their career and finally realize, ‘Wow, this is what it’s all about; this is why I’m here.’ I want them to get excited from day one about the concept of how the Air Force puts fire, steel and electrons on target and why be concerned about it.”

Whether airmen are sitting in a supply office or squeezing a trigger, “it’s required to make this mission happen,” Lengenfelder said. □

# AIS, ROTC:

## partnership for a new Millennium

By Ivory Patton  
Air University Public Affairs

Marching forward toward the year 2000, Academic Instructor School officials at Maxwell are broadening their courses and focusing on their students.

AIS and Reserve Officer Training Corps leaders are working closely to help prepare new ROTC instructors for life at their detachments. During the three-week course at AIS, officers make the transition from an operational Air Force to an academic environment. To help this transition become seamless, AIS instructors instituted new methods to provide students with a detachment experience.

"We've spent about \$365,000 on updates to our facilities to make the environment more student focused," Lt. Col. James Briggs, AIS director, said. "AIS is different now from what it was three or four years ago."

Currently at AIS, Air Force ROTC officers attend a three-week course during which assistant professors and professors of aerospace studies learn a variety of lessons required for instruction at the 143 Air Force ROTC detachments nationwide.

"We are, in essence, teaching students how to design, develop and, in the end, present lessons that are going to become more advanced as cadets go along," said Maj. Dave McLemore, operations officer.

"AIS has really tailored its course toward our unique situation," said Col. Gordon Strong, Air Force Officer Accession and Training Schools curriculum division

chief. "Since we provide the detachment professors with lesson plans, AIS actually shows the students how to take the lesson plans to the next level,"

At AIS, ROTC instructors are separated into eight-person seminars with those students who will be teaching the same cadet levels in the same groups. In the past, students enrolled in AIS received basic tools needed to become instructors. AIS instruction up to that point was geared toward a very generic level of teaching. However, in an attempt to better prepare new detachment officers in the ROTC courses, AIS and ROTC developed new curriculum to help instructors teach at a college level.

"In the college environment there is a wide spectrum of learning, unlike in the Air Force where lines are set as to what is taught," said McLemore. "What we are trying to do is expand the scope of our presentation to encompass basic things that we normally don't teach in our regular AIS course and include things that are a little more complex."

One of the improvements to the ROTC courses is the introduction of ROTC lesson plans where students are permitted to teach practice lessons from plans they'll use at their detachments. Students are critiqued through the same forms that will be used when they're teaching at the universities. By using these forms, students can learn, personalize and modify the lessons to fit their needs. Also, AIS sets up a "mini detachment" for students. The mini detachment allows students to familiarize themselves with the resources and support they will have at their actual detachments.

"ROTC sends the materials to us," said Monica Jenkins, AIS chief of training. "Our mini det allows the students to work as if they were at a detachment. When preparing their plans, they have to know 'what do I have available to support this lesson?' While at AIS they can come to the mini det and get videos and other materials needed to present those lessons."

Not only has ROTC provided AIS with hard copies of the support materials, but also electronic copies which AIS has included in its classroom systems. This allows students to make changes to documents if necessary, instead of making changes at their detachments.

"We are trying to give them everything we can here because some of these folks will only have a couple of weeks before they are at their detachments," said Jenkins. "We're going to make their time at AIS productive and as close to a detachment experience as possible." □



Real *life*, real *words*

—Cadets share experiences in their own words

*Sheppard ASSIST: a Thunderchief perspective*

**By Cadet Brock Lange**

**Det. 105 University of Colorado**

What do you get when you add one 15-passenger van, one very funny Air Force captain and 14 ROTC cadets from detachments all over the country?

That's right, ASSIST. For those of you who may not know what it is, ASSIST is an Air Force professional development training program that allows freshman cadets to travel to bases around the country during the summer and experience the workings of an active base firsthand.

My base assignment was Sheppard Air Force Base, Texas, from June 14–24. During that time I also visited Altus AFB, Okla., and Fort Sill, Okla.

The best part of the whole program was meeting other cadets from around the country. ASSIST give cadets a chance to see up close what they be doing in a just a few short years. (Two years and eight months, but who's counting?)

I was very excited to be attending my PDT program at a base with a host wing that trains more than 5,000 enlisted and officer technical students at any time during the year. The 82nd Training Wing is responsible for training more than 30,000 enlisted personnel every year. Because of my sincere interest in being a pilot, Sheppard AFB was a perfect choice for me as it is the premiere crew chief training base in Air Education and Training Command.

Another key unit is the 80th Fighter Training Wing, which is home to Euro–NATO Joint Jet Fighter Training. A fellow

cadet and I attended the graduation of ENJJPT class 98-06. I can easily say that watching 31 of 32 international pilot trainees who started the program over a year ago graduate was one of the most motivational events I have ever witnessed.

Training on Sheppard AFB is basically nonstop, and T-37s and T-38s are visible overhead virtually every hour of the day. Eight members of my group were given T-37 incentive rides, and we all got to see many aspects of the base that are not included in the base tour.

The program is excellent. I learned about three different career fields, was briefed by at least five colonels and had my eyes opened to many fascinating career fields in the Air Force that I had never even considered looking into.

As a group, we cadets proved to be quite puzzling to the trainees and permanent party on base. We were all wearing BDUs with no rank, so we looked like airman basics, but our brightly shining ROTC eagles confused a fair share of people.

The program taught me a lot about how things work at an active-duty base. Overall, I really enjoyed ASSIST and recommend it for anyone who is offered the chance to attend. It will definitely help prepare you for becoming a second lieutenant.

*Field Training at Barksdale II*

**By Cadet Stephanie Ferron**

**Det. 105, University of Colorado**

There are some moments in life that you never forget. For me, the most notable of these was sitting on a bus outside the gym of the ROTC field training area at Barksdale Air Force

Base. The bus was filled with cadets and their massive suitcases (the size of which we would soon come to regret), and most of us were still stunned by the intensity of the Louisiana heat.

Suddenly a distinctive clicking sound could be heard outside the bus, and we all became silent and watched as two military training instructors stepped out of the gym. It was surreal, and for a moment it seemed as if I were only watching the events around me, detached, like a movie.

I was quickly brought back to reality though, as the MTIs stepped onto the bus and immediately started to unleash a small part of what we could expect for the next few weeks. After the whirlwind of in-processing, we were brought to the dorm that would be our home for the next 35 days. The last members of what would be my flight arrived a few at a time.

It was strange to think that I would come to know this group of total strangers better than I knew most of my friends.

Field training would have different effects on all of us. Many cadets realized they could do things they'd never imagine doing, like drill a flight or lead a group of people.

I'd had a year of ROTC and had trained for field training. Before that, however, I'd had no military experience at all. I remember one of the first questions my field training officer asked me during my initial counseling. "What are your strengths and weaknesses?" he asked.

The truth is, I really didn't know. The stress of life at camp forces cadets to acknowledge and come to terms with their strengths and weaknesses. As the weeks passed, things slowly became more relaxed, and we



A cadet gathers wood to build a fire during survival training. (Photo by Staff Sgt. Madelyn Alvarez)

started to receive more privileges.

Although there were days when it seemed no one could agree on anything, as a flight we started to really form the bonds that would get us through some of the challenges we would have to face throughout the course of the camp. Personally, I started to learn the routine and figure out how things worked.

Overall, I found field training to be a rewarding experience. The whole experience is different for different people, and some walk away

simply glad that it is over. For the most part, however, I think everyone gained something from it.

Would I want to do it again? Probably not.

Am I glad I did? Definitely.

## *My Operation Air Force experience*

**By Cadet Adam Vesely**

**Det. 105, University of Colorado**

From July 19 to Aug. 6, I was stationed at the Air Force base of my



dreams—Nellis Air Force Base, near Las Vegas, Nev.

When I initially heard that I was headed to Nellis for my Operation Air Force, I wasn't sure what it had to offer. I didn't even know where it was. But after some research, I quickly found Nellis had more to offer than probably any base in the world.

Nellis is home to Red Flag (real-world battle scenarios to sharpen flying skills), the U.S. Air Force Weapons School (used to sharpen piloting skills in fighter and bomber aircraft) and the world-famous Thunderbirds.

When three other ROTC cadets, five Air Force Academy cadets and I first arrived on base, we watched two F-15s climb vertically shortly after takeoff.

It was at this moment that I knew I was about to have the time of my life.

For most of the three weeks at Nellis, we received numerous briefings on most major Air Force professions, including maintenance, civil engineering, security forces, intelligence, finance, communications and transportation. Seeing all of these professions and meeting the officers who work in them gave me a whole new perspective as to what to expect when I become an officer.

I got a great taste of many of the challenges and responsibilities new lieutenants face, and I certainly came to appreciate and respect even more the importance of noncommissioned officers.

One of the most exciting aspects of Nellis for me was the amount and variation of aircraft present. With the exception of the U-2 and many of

the special-duty aircraft, I saw absolutely every plane the Air Force has to offer.

The Nellis flight line was constantly busy. It was certainly an amazing experience to stand on the balcony of our dorm rooms and see B-2s, F-117s, B-52s, C-17s, and the seemingly hundreds of F-15s, F-16s and A-10s come and go at all hours of the day.

Although the Thunderbirds were at air shows for most of my time at

Bellagio, we had the extreme fortune of running into golfing superstar Tiger Woods and the always outspoken NBA legend, Charles Barkley.

Towards the end of my stay at Nellis we rode in a Pave Hawk helicopter—at night!

After being fitted with night-vision goggles, we set out for two hours doing practice landings and search-and-rescue missions. About halfway through our flight, the gunner let me slide into his chair and

shoot some rounds from a mounted General Electric 7.62-mm mini-gun. Although the tank targets I was aiming at weren't really damaged from my marksmanship, the desert ground and the cacti around that area will never be the same.

Near the end of our flight, our pilot was thoughtful enough to

fly us around downtown Las Vegas. It was a beautiful sight seeing the city lit up with lights and an even more impressive sight flying within several hundred yards of the world's tallest casino, the Stratosphere.

And so concludes my brief but incredible stay at Nellis AFB, home of the fighter pilot. It was certainly a time that I will never forget.

Although how much you actually get out of the program depends on the location and base, I certainly believe all cadets willing to participate in a future OAF will have an advantage over fellow new officers entering active duty. Seeing how a base functions and receiving a general overview of nearly every aspect of Air Force life are truly invaluable experiences. □



An A-10 fires a Maverick missile. (U.S. Air Force photo)

Nellis, they did drop by for a few minutes, flying in diamond formations for some captivated cadets.

We cadets, along with about 1,000 distinguished visitors, were fortunate enough to experience a live-fire demonstration in the Nevada desert called Capstone. Not many people can say they have seen two F-117s drop live bombs at stationary targets just a few miles away.

For about an hour, we also saw numerous A-10s blasting tanks with thousands of rounds and rockets. The sweet sound of its GAU-8/A Gattling gun unleashing its fury is something that still brings a grin to my A-10-loving face.

Later that night, while still recovering from the amazing events of Capstone, a few of us went to downtown Las Vegas. While at the ritzy

# OPERATION AIR FORCE

**BY TECH. SGT. ROBERT BARRETT  
AIR UNIVERSITY PUBLIC AFFAIRS**

## Future officers learn on the job

Operation Air Force is a joint Air Force ROTC and U.S. Air Force Academy program where cadets follow company grade officers during their daily activities, allowing cadets to gain a better understanding of the responsibilities they will undertake upon commissioning as second lieutenants.

The program is open to cadets who complete field training and Aerospace Studies 300 courses. Selection is based on cadets' achievements in Air Force ROTC academic and leadership programs, field training and demonstrated officer potential.

Operation Air Force is divided into five subprograms. Operation Air Force-Continental United States, Operation Air Force-Overseas, Operation Air Force-Office of Special Investigations, Operation Air Force-

Flight Nurse and Operation Air Force-Research and Development.

Capt. Edward L. Salsgiver, chief of the special programs section at Headquarters Air Force ROTC, Maxwell Air Force Base, said the specialized programs and the overseas program are the most competitive.

"Most candidates want to go overseas; however, those positions are limited," he said.

Salsgiver said although the programs are competitive, there is plenty of opportunity for interested people to participate. Announcements that describe all upcoming summer programs are sent out to the individual ROTC detachments in the fall. Cadets then have the opportunity to volunteer through their respective detachments. The detachments forward the names of volun-

teers to their region commanders, who select the cadets to be placed in each program.

There is no uniform base program for mentoring the cadets. Salsgiver said the Air Force Academy asks individual bases if and when they will be able to assist with the program. If the base is capable of hosting cadets, a project officer is chosen who gets guidance from the academy.

"The first week of the program is generic and gives the cadets a broad overview of Air Force missions; the second week transitions into shadow time with the individual mentors," said Salsgiver.

Most program expenses are paid by the Air Force. Cadets are paid approximately \$20 a day, travel to and from their training base is paid for by the Air Force, Air Force

ROTC pays for cadet quarters and subsistence is provided by the host base.

Cadet Ilyne-Syl Deliquina, a senior at the University of California at Los Angeles, entered the Operation Air Force-CONUS program last summer. She and other cadets familiarize themselves with the Air Force “way of life” while working within the Air Force career fields they will work in after being commissioned.

Salsgiver said the cadets get an opportunity to observe day-to-day operations at Maxwell Air Force Base, Ala..

“It (OAF) gives people a better overall feel as to what activities and challenges they’ll have in their chosen careers,” Salsgiver said.

“I wasn’t too excited about being here, but once I met 1st Lt. Tiffanie Hill (executive officer of the support group), she started introducing me to people and I had a blast,” Deliquina said.

The program benefits the staff as well.

“Serving as a mentor for cadets also reinvigorates the enthusiasm of senior officers,” said 1st Lt. John Redfield, Air University Public Affairs chief of media relations.

Deliquina was one of 10 officer candidates who visited Maxwell this summer as part of Operation Air Force. When she graduates next year, she will serve as a recruiter for 12 months. She then hopes to work in public affairs or personnel. Ultimately, she hopes to be a judge advocate.

“I’m so ready to work in the Air Force,” Deliquina said.

Capt. Lionel Earl, commandant of Air Force cadets at Alabama State University, said, “In the end, we end up with a student who to some extent is better prepared. If they participate in OAF, they have that much more experience to draw from.”

Cadets interested in participating in Operation Air Force should contact their detachments for more information. □



Cadet Ilyne-Syl Deliquina sits with Capt. Todd Pennington, Maxwell chief of civil law. (Photo by David Bundy Staff, Montgomery Advertiser)



"Coincidence is a funny thing. Last December, I became the Commander and Professor of Aerospace Studies for Det. 485 at Rutgers University (N.J.), which also supports Princeton University. Prior to my arrival at Rutgers, I was Chief of International Affairs for Air Force Space Command in Colorado Springs, Colo.

John Schenk, an International Policy Officer in Colorado, was a cadet with the last Princeton detachment before it closed in 1971. He is now a GS-14 and a colonel in the Air Force Reserves.

Upon my arrival to Rutgers, I learned the cadet wing commander for fall term was a Princeton cadet by the name of Christina Hruska. This circumstance, tied with review of an old Princeton brochure with Mr. Schenk's photograph, prompted the idea of a "then and now" feature about Air Force ROTC at Princeton.

I hope you'll find the reading both interesting and enjoyable."

—Col. Randall Lanning

## Princeton Reflections

*By Col. John F. H. Schenk Princeton Class of '69*

**T**hirty-four years ago this September, I entered Princeton University as a freshman member of the Class of 1969.

Having recently graduated from a preparatory school in Connecticut, I was the most recent member of my family to attend Princeton, the first Schenk being in the Class of 1756. This, coupled with the fact that my family had participated in every one of America's armed conflicts beginning with the French and Indian War, made me a natural choice to enroll in ROTC.

At that time, Princeton offered three service ROTC programs—Army, Navy and Air Force. Indeed, Princeton's ROTC legacy dates back to World War I when Princeton was one of a handful of universities in the United States offering ROTC to its students. Certainly, the military tradition was nothing new to Princeton graduates. One need only look at the long lists of gold-lettered names on marble in Nassau Hall honoring those graduates who had served and died defending freedom since the Revolutionary War.

Given this institutional military legacy in a civilian university and my own inclinations, the first course I signed up for was Navy ROTC, a larger program in terms of student enrollment at the time than Air Force ROTC. There were various reasons why many of my fellow students joined ROTC. Many enrolled in it for the financial scholarships. In the ROTC program, I was the exception as a paying student since virtually all my fellow cadets were on 100-percent scholarship. In fact, it was the policy of the Armed Forces at that time to maximize ROTC scholarships at certain schools, particularly the Ivy League. In 1965, the conflict in Southeast Asia was starting to really heat up, and perhaps some enrolled to hedge their bets with their local draft boards. But I never met a Princeton undergraduate enrolled in any of the three programs who joined for this reason. Many were like me. We had an obligation to serve our country in a time of need. Princeton's motto, "In the Nation's Service," had meaning for all of us.

By my sophomore year, the Navy told me that because my eyes were 20/40 I could not stay in that program. I was soon recruited, however, into Air Force ROTC by the Professor of Aerospace Studies at Princeton, Col. Roy Jonkers. A career intelligence officer with the Office of Strategic Services during World War II, Jonkers completed several parachute jumps behind enemy lines into German-occupied Europe. He was both an actual intelli-

gence operative and a patriot. Completing the Air Force ROTC staff were two Air Force officers, a major and a captain, two noncommissioned officers and a civilian secretary.

The cadets numbered approximately 40-45. There were 11 cadets in my class who eventually graduated and were commissioned as second lieutenants. And although the program was modest in numbers, my fellow cadets were exceptional students with diverse interests. Several of us were varsity athletes. The cadets were a mix of engineering and liberal arts types, but the cadet rapport level was high because Princeton's admission policy at the time sought a well-rounded class of diverse individuals who could learn from each other.

Highlights of the cadet experience, beyond academics, included a variety of activities such as the drill team, where many of us spent countless hours drilling inside the old armory building next to Palmer Stadium. A more pleasant remembrance was the cadet ball during a time when women were not yet in the Princeton student body. But the real centerpiece was the annual summer encampment over the four-year period. While attending these encampments, we got to see the real Air Force during a time of mounting crises for the U.S. Armed Forces.

By 1967, we were advised not to wear our uniforms on campus because of anti-war unrest. Yet, most of our non-ROTC classmates didn't harass us on the anti-war issue. Princeton University remained quite conservative and the student population focused on their studies. Most of the faculty had seen service during World War II, and this was probably a moderating influence during the first stages of the Vietnam War.

By 1969 the university leadership advised the ROTC detachments that their accreditation status was under review. Both the Air Force and Navy decided to end their relationship with the university rather than submit to university control and direction. Hence, 1969 represented a watershed year for the Princeton University Air Force ROTC program because my classmates and I were the last cadets to graduate before its termination—a bittersweet memory, indeed.

Even though the war was consuming America's thoughts and actions, upon graduation all of the Princeton University Air Force ROTC veterans were offered educational delays in order to enroll in graduate school. The majority attended either law or business school. I went to Washington, D.C., to enroll in graduate school studying international affairs. Since then, my fellow cadets have served their country with distinction both in and out of uniform.

As for my fellow cadets of 30 years ago and myself, one lesson concerning my ROTC experience has endured. National security begins and ends with young enthusiastic men and women willing to go into harm's way in the service of their country. Air Force ROTC at Princeton University, and throughout the nation, has been and continues to be, the launching pad for the vital task of providing ongoing leadership for the national defense as we enter the 21st century. □

"A few years ago, I was welcomed into the Princeton Class of 2000.

As a result of my hard work and academic and athletic success in high school, I was rewarded with the choice between many top universities in the nation. I jumped at the chance to go to New Jersey for my undergraduate education.

I joined the Air Force ROTC program because I felt that I was obligated to serve the nation, as so many men and women had before me.

These days, about 20 students from Princeton make a weekly trek 30 minutes north to Rutgers University to attend leadership laboratories and classes. Concerns about the transportation to and from Rutgers limit the number of new cadets who enter the program, but for the cadets who decide to stay four years, the benefits are numerous.

I have received some amazing training and have been afforded the opportunity to do some remarkable things. From jumping out of planes, to interning at the Pentagon, to training cadets as a cadet training assistant at Lackland III, my summers always become the topic of conversation at the beginning of school each year.

Princeton still espouses the motto 'In the Nation's Service.' The daily reminders of dedication to military service, scattered all over campus, still speak of the pride and the devotion to the principles of military service which still rings true throughout Princeton University."

—Cadet Christina Hruska

## EXERCISE, EXERCISE, EXERCISE!



The “bad guys” get ready to go after the “good guys” during the downed pilot rescue scenario. (Courtesy photo)

### CODE NAME:

FIG Newton

### MISSION:

To experience and simulate every possible scenario of real Air Force operational deployment, pre-deployment, employment and re-deployment activities.

**BY MAJ. DAVID PALMER AND CAPT. MARTIN J. BANGERT**

**F**or cadets of Det. 752, Wilkes University, Penn., those words have nothing to do with the detachment’s physical fitness program. Instead, those words signify that the second annual voluntary professional military training exercise is about to start.

Code named “Exercise FIG Newton,” in honor of Air Education and Training Command commander Gen. Lloyd “Fig” Newton, this voluntary PMT exercise literally began on the back of a napkin at a local eatery one evening in late 1997. Cadre members concluded the one thing cadets mentioned most on surveys was their desire to experience Air Force ROTC and the military environment outside the classroom in an “expedi-

tionary” setting.

At the same time, they agreed the Air Force was becoming more focused on the Expeditionary Air Force in various training settings, so why not start something at their detachment?

### Location, location, location

A natural setting for this event seemed obvious: the Army’s nearby Fort Indiantown Gap, referred to locally as “FIG.”

An ideal location for the exercise, the fort comes complete with its own aerial gunnery range, resident helicopter squadron and forest just waiting to be tramped through.

## EXERCISE, EXERCISE, EXERCISE!



The site survey team settled on the 211th Engineering Installation Squadron of the Pennsylvania Air National Guard and its Lightning Force Academy as the training facility. With the help of the 201st Regional Heavy Equipment School, which provided billeting in the form of a general-purpose utility tent containment area, the deployed location was set.

## **We need a lift**

True to the “joint forces” philosophy of projecting modern airpower, the detachment sought assistance from the local 109th Field Artillery, Pennsylvania Army National Guard, since it already provided its armory for weekly leadership laboratories. The 109th freely facilitated a 2.5-ton truck, one HUMVEE and one 28-passenger military bus, along with necessary driver training for the cadre assigned to drive each vehicle.

## **Is there a flowchart for this?**

Maj. Ruth Hessert, 211th EIS officer in charge of installations and an ROTC and Air Force Academy admissions liaison officer, stepped forward to offer the 211th’s own Lightning Force School facilities to deliver the lesson plans outlined in their deployment curriculum. Bringing on board her cadre of volunteers—certified and full-time Guard Reserve instructors—for assistance, Hessert also facilitated a number of planning sessions with detachment officers. Before long, the concept was ready for submittal to Air Force ROTC Northeast Region Headquarters for approval.

## **Approved!**

Approval from the Northeast Region commander was received in late February 1998, and exercise FIG

Newton was on its way. In an effort to allow the cadets to experience and simulate every possible scenario of a real Air Force operational deployment, pre-deployment, employment and re-deployment phases were implemented.

## **The exercise begins**

First, an action alert was issued notifying the cadets of impending duty. Next, an alert warning was issued notifying the cadet corps wing of its upcoming mission and unit tasking code. Two days prior to deployment a cadet recall was initiated and reported during the next leadership lab.

The next day included a full course of mobility processing line events at 6 a.m. Cadets simulated receiving their shots, passports, dog tags, legal affairs briefing, emergency locator cards and weapons. Each deploying and non-deploying cadet quickly became engrossed in his or her assigned position, experiencing the life of a deploying airman. Detachment cadre acted as Exercise Evaluation Team members and looked for opportunities to critique cadets.

The cadre, including Lt. Col. Scott Papp, Professor of Aerospace Studies; Maj. Gregory Meyers, Unit Admissions officer; and Staff Sgt. George Gratti, noncommissioned officer in charge, deployed with the cadets. Upon arrival at FIG and the 211th EIS, cadets and cadre were expertly briefed on operational and safety issues for the next day’s events.

Employment the next day began at 5 a.m. with a mock chemical attack, followed by a breakfast of meals ready to eat, a double-time movement to the “school” for instruction in orienteering, camouflage, escape and evasion and capture the flag. After another MRE for lunch, the employed cadets were divided into two flights for the afternoon’s final rescue mission—one to

act as aggressor, the other as the good guys.

Using the training supplied by the 211th EIS, the deployed cadets achieved their mission directive as assigned by the “National Command Authority” in time to enjoy a “real” dinner at a local restaurant by 5:30 p.m. that evening.

Their training equipment, which included chemical warfare masks, helmets, canteens, web belts, first aid kits, rain gear and tactical field radios, was supplied by the 193rd Special Operations Wing, Pennsylvania ANG. As a bonus, some of these equipment items were eventually transferred to the cadet wing through the local Defense Reutilization Management Office as training surplus to be used for future exercises.

The third day, cadets redeployed back to Wilkes University. After a debriefing and equipment turn-in, all cadets were off to complete their simulated travel vouchers real and after-action reports for turn-in at the next leadership lab.

Later that year, 211th EIS cadre and staff were guests at a leadership lab where they gave each deployed cadet and cadre member a certificate of training. The cadets, in turn, showed their gratitude with a presentation of formal thanks to Hessert and the 211th Lightning Force staff.

Exercise FIG Newton has grown into a cursive training exercise for cadets. Now imbedded into the training curriculum of the detachment, each year’s event seems to be more valuable than the previous. Who knows, there may even be helicopters in the cards for next year.

“FIG Newton 2000 here we come!” □

# HARD CHARGER

—Story by Senior Airman Heather Nagel  
Leader Editor

What does a star football player on the verge of becoming Carnegie Mellon University's all-time rushing leader, a Rhodes scholar candidate with a 3.9 grade point average in civil engineering and an Air Force ROTC vice wing commander all have in common?

They share the same name.

Cadet Michael Campie is all of the above and continues to strive for more. "My ultimate goal for my future in the Air Force is to become a doctor," the Iowa native said.

Campie attributes his success to numerous people. "I really can't point to any one person for inspiration," he said. "Along the way I have been supported and encouraged by so many."

According to Campie his ROTC detachment has been an important support unit. "The cadre has done a terrific job of providing leadership and setting examples on how to become an outstanding Air Force officer," he said.

"Cadet Campie is quite the anomaly," said Maj. Kathy Callahan, Commandant of Cadets. "He's outgoing, personable and extremely modest. He's truly an outstanding performer."

For his career as a football player, Campie gives thanks to his parents. "I have had a tremendous amount of support from my family," he said.

"My dad has always helped to make me better."

The 5-foot-10, 205-pound senior has 2,525 yards and needs 94 more to surpass the record of 2,618 set in 1987-90, according to the *Pittsburgh Post-Gazette*.

Cadet Campie believes there are a few comparisons between ROTC and football. "Both are team efforts," he said. "In football, one person cannot win games alone. He relies on the team to be successful. This is also true in ROTC. The Air Force is a team with everyone working toward one goal—accomplishing a mission."

Campie plans to apply to medical school next summer. "I have a great respect for doctors and people who serve society," he said.

"We [Detachment 730] are very proud of Cadet Campie and know that he will go on to become a dominant and hard-charging figure as a future leader and Air Force officer, just as he was on the football fields" Callahan said. □





(From left to right) Tech. Sgt. Lettie Stine, Cadre member, Cadets John Speer and Michael Campie, 2nd Lt. Laura Walvoord, and 2nd Lt. Andre Brown, pose on the sidelines prior to the start of the CMU Homecoming game against Dickenson. (Photo by Cadet Todd Master)

(Photo by Ken Andreyo)



# Navigator turns childhood dreams into reality

By Staff Sgt. Madelyn Alvarez Air University Public Affairs

**A**s a young child, 1st Lt. Scott Case remembers entertaining himself by spinning around with his arms outstretched, pretending he was an airplane. The grandson of a retired master sergeant who served as a navigator in the U.S. Navy, Army Air Corps and later the U.S. Air Force, Case's love for his grandfather and airplanes fueled his own desire to pursue his navigator wings in the Air Force.

Case, who grew up in the small town of Gautier (pronounced go-shay), Miss., hardly ever missed an air show at nearby Keesler Air Force Base.

"The WC-130 Hurricane Hunters grabbed my attention the most," he said. "The thought of flying through such monster storms fascinated me like nothing else."

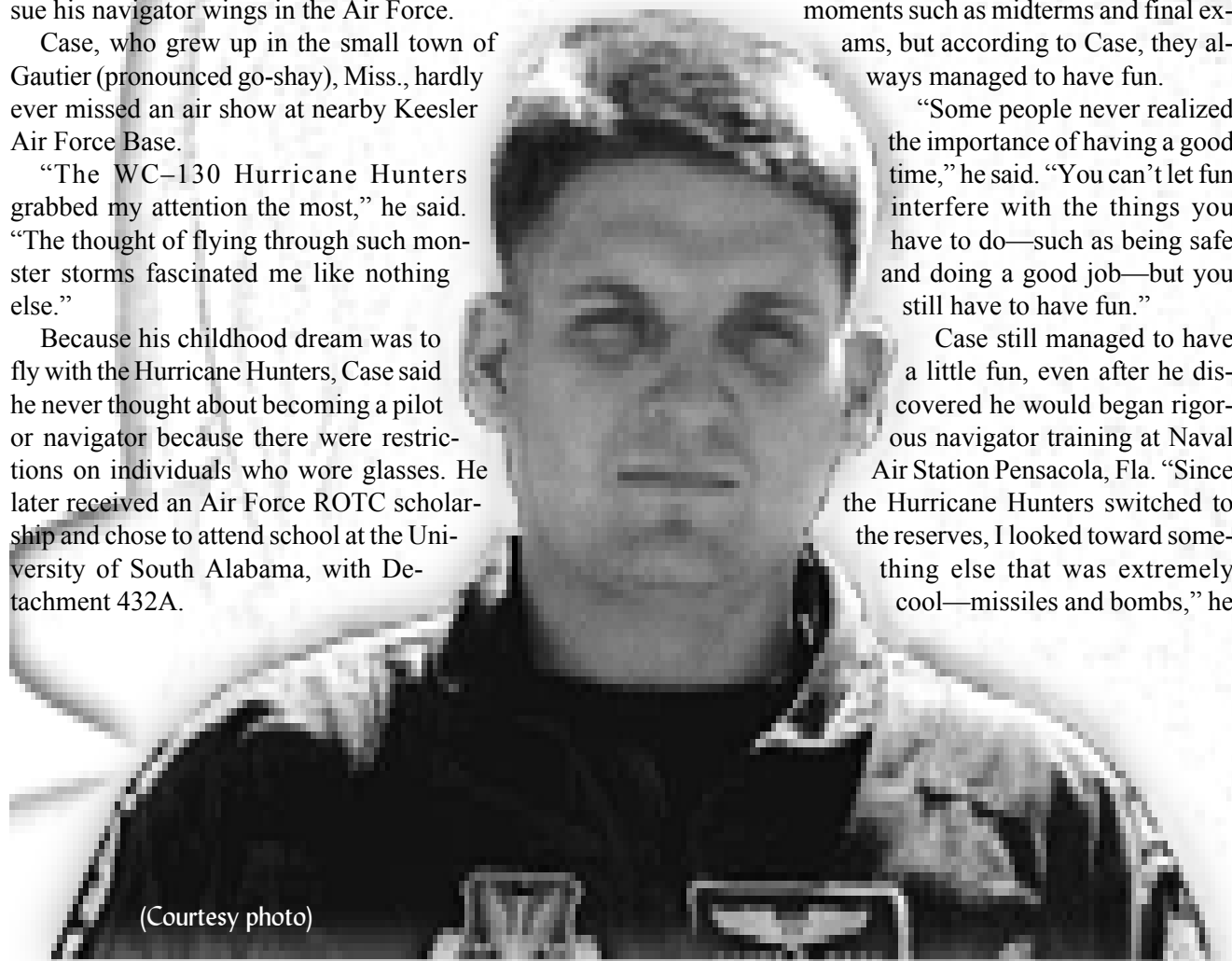
Because his childhood dream was to fly with the Hurricane Hunters, Case said he never thought about becoming a pilot or navigator because there were restrictions on individuals who wore glasses. He later received an Air Force ROTC scholarship and chose to attend school at the University of South Alabama, with Detachment 432A.

"It was a wonderful four years," Case said. "The ROTC staff was always there when we needed them. Sometimes, I wish I was still there, having the time of my life."

At USA, Case said cadets have a strong tradition of Halloween and dorm parties, spring picnics and military balls. There were also more challenging moments such as midterms and final exams, but according to Case, they always managed to have fun.

"Some people never realized the importance of having a good time," he said. "You can't let fun interfere with the things you have to do—such as being safe and doing a good job—but you still have to have fun."

Case still managed to have a little fun, even after he discovered he would begin rigorous navigator training at Naval Air Station Pensacola, Fla. "Since the Hurricane Hunters switched to the reserves, I looked toward something else that was extremely cool—missiles and bombs," he



(Courtesy photo)

said. “I entered navigator training with the goal of becoming a crew member on either the F-15E or B-52H.”

## Introductory academic phase

Navigator training lasted 20 months. The first five weeks are considered the “washout” point called Aviation Preflight Indoctrination, but according to Case, it wasn’t really that bad.

“API was the introductory academic phase where [instructors] crammed aviation weather, dead reckoning navigation, aerodynamics, engines and flight rules and regulations into a short period of time,” he said. “There were generally four days of lessons in each subject, then either a final exam or midterm.” Throughout the course, Case also performed plenty of physical training to include swimming and an obstacle course, which didn’t leave much time for studying.

## Primary Navigator Training

For the next four months, Case went through Primary Navigator Training where he learned how to file flight plans, how to interpret aviation weather reports, about instrument navigation and T-34C systems and what to do in an emergency.

“Once we completed academics, we started to fly,” Case said. Primary ended with three flights as backseat navigators and one check ride, totaling 12 flights. How well you place in class determines where you would continue your training, Case said. After primary training, students went to Randolph Air Force Base, Texas, to become a panel navigators on a C-130 or continued on at Pensacola for intermediate navigator training.

## Intermediate Navigator Training

INT consisted of a handful of simulators and more flying. “There were 17 more flights in T-34Cs,” Case said. “Most of them were airways navigation where you used navigational aids and navigation charts to fly around. There were also several low-level visual navigation flights and formation flights.” According to Case, low-level flying was the most exciting time of INT. “You could fly as low as 500 feet above ground at 210 knots. It all sounds simple, but there’s a ton of procedures to

master.”

These procedures included determining if the wind affected the aircraft’s heading and timing between points because the time and altitude affect fuel consumption, Case said. “You also have to back up the pilot by making sure the aircraft is maintaining the proper airspeed, heading, course and altitude,” he added. “The radios also get very busy, and you have to pay close attention in case something affects you. An average of 40 radio calls take place during any given flight.”

The training Case received during INT prepared him for the T-1 aircraft. “The T-1 isn’t much different from the T-34, navigation wise, but it is twice as fast and a lot more comfortable,” Case said. “We flew 420 knots at 30,000 feet and 300 knots during low-level visual navigation (500 feet off the ground).”

## Electronic Warfare

For Case, Electronic Warfare training followed INT. “I learned all about that stuff you only see in movies,” Case said. “The Air Force taught me how to apply electronic countermeasures and implement tactical maneuvers designed to defend the B-52 against all types of surface-to-air missiles, air-to-air missiles, antiaircraft artillery, naval SAMS and AAA, and early-warning radar.” The training lasted six months.



## Training complete

Today, Case is one of five primary crewmembers on the B-52H. “We fly about twice a week with occasional simulators,” Case said. On non-flying days, Case spends his time learning about threats or weapons systems or planning for the next mission. “The day after a flight is known as a crew critique day,” he said. “The crew discusses everything and talks about how to correct errors.”

The scariest part of flying in a B-52, according to the navigator, is the landing. “It’s scary from where I’m sitting because I can’t see out the window and when we flare up (the pilot pulls back the power and raises the nose until the aircraft falls to the runway), it gets really quiet until we hit—and I mean we hit—the ground.”

“I never thought I would ever enjoy going to work as much as I do now,” Case said. □

## Northwest Region

### Det. 390

#### University of Michigan

The detachment had its first fall semester outing, and it was one that won't soon be forgotten.

The cadre and cadets met to enjoy a pregame tailgate party before loading up and visiting the New Orleans Superdome to watch the Tulane Greenwave take on the Army in a high-scoring game of football. The cadets had a great time rooting for the 'Wave.

Even though the final score of the game was Tulane 48, Army 28, the most important number that night was 51 because the detachment celebrated the 51st birthday of the U.S. Air Force.

### Det. 470

#### University of Nebraska, Omaha

The Wolfpack is picking up the pace in 1999. Recently, cadets displayed their dedication to physical fitness and community involvement by participating in Omaha's Corporate Cup Run. Ten percent of the entire corps, along with 75 percent of the cadre, completed the race.

The annual event draws thousands and is the second largest six-kilometer race in the entire country. The detachment's commitment to physical fitness was also echoed by the actions of the Cadet Wing Commander George Nathan "Nate" Vogel who scored a perfect score of 500 on his final physical fitness test.

The unit is also growing. The AS 100 enrollment has increased more than 200 percent from this time last year.

That growth, as well as new POC cadets, is exactly what the detachment needs as it prepares for an exciting new millennium.

### Det. 910

#### University of Washington

During the summer, members of the Blue Dragon Honor Guard got a glimpse of Air Force history as they presented the colors at the 474th Fighter Group Association reunion. Cadets Mike Albers, Ray Fike, Nic Turchin and Alyson Teeter listened to World War II P-38 veteran flyers share memories at the group's annual reunion in Seattle. The guest speaker, Rear Adm. Frank Bowman, Deputy Chief of Naval Operations for Personnel, told the audience it was "one of the best presentation of colors he had ever seen."

As school started, Det 910 cadets were returning from around the globe. Cadet Mike Weirusz spent his summer at Kadena Air Base, Japan, as part of the Operation Air Force program. Cadet Jeff Hedgpeth flew with the Royal Air Force this summer as part of the British Exchange program. Cadets Ed Schierberl, Scott Jones and J.R. Wilkerson spent the summer as cadet training assistants, training cadets from across the country at Barksdale II field training in Louisiana.

Thirty-eight cadets returned from field training with a host of awards. Cadet Graydon Muller tried his hand at gliders in the Air Force Academy's Soaring program. Five cadets got a taste of active-duty life during their Operation Air Force experience this summer, and seven cadets participated in the ASSIST program at various bases around the country.

Cadets kicked off the school year by spreading the good news about ROTC. During the first week of school, cadets organized and manned a recruiting booth at one of

the detachment's crosstown schools, Seattle University, and another booth at the University of Washington. They talked to students about the benefits of Air Force ROTC while handing out soda, candy and chips.

## Northeast Region

### Det. 720

#### The Pennsylvania State University

The Harry R. Armstrong Squadron was hard at work for the first month of the fall semester. They set a goal of 2,000 service hours for the upcoming year and have named this endeavor, "2,000 in 2000." Cadets have already completed more than 450 hours in just the first month of the semester.

Every task the squadron takes on becomes a success because of the dedication of its 52 members. Some of those recent successes include a 24-hour POW/MIA vigil, the first annual ROTC-Youth Olympics, a blood drive, a road clean up and a 5K run against leukemia.

As well as completing service hours, the squadron has also put in 220 fund-raising hours. They have raised more than \$1,500 for their squadron by selling football concessions and POW/MIA bracelets.

### Det. 730

#### University of Pittsburgh, Penn.

Cadets participated in a cystic fibrosis fund-raiser at Duquesne University. The Steal Eagles were in charge of the administration of five different sporting events, including tug of war, a relay race, a basketball shoot-out, an obstacle course and the long jump. The participants, who came from local companies and



businesses, enjoyed a day of fun and competition.

#### **Det. 630 A University of Akron, Ohio**

The end of August brings a new school year to the University of Akron, and the beginning of a new year to ROTC. Several new cadets and their parents attended an on-campus picnic Shrank Hall South and met returning cadets and cadre, including the brand new detachment commander, Lt. Col. Shirley Brown. New cadets were also introduced to the campus with a tour.

#### **Det. 340, Worcester Polytechnic Institute, Mass.**

The detachment welcomed its largest freshman class in several years and also assumed its new duties as the Arnold Air Society Area 1 headquarters for the year. Maj. Peter Poon, commandant of cadets, along with the 340th Cadet Wing staff, have laid out an exciting agenda of voluntary training enrichment activities designed to keep spirits and motivation high.

The cadet wing held the first of its monthly Friday afternoon "Comm Calls" Sept. 19, with almost all of its members present. Highlights were a spaghetti dinner, which the cadets themselves prepared, followed by a "crud" tournament in the cadet game room. The freshmen quickly picked up on the game rules and gave the upperclassmen a serious challenge for the championship. What the freshmen lacked in experience they more than made up for in energy and determination.

Twelve cadets volunteered to sharpen their combat skills by running the Camp Devens Confidence

Course in Ayer, Mass., Sept. 18. The course involved 10 events, such as a high wall, rope swing, log walk, low crawl and grenade throw spread out over a 1.5-mile loop. The cadets celebrated their successful completion of the course by enjoying a lunch of meals ready to eat.

### *Southwest Region*

#### **Det. 175 University of Hawaii**

Thirty cadets began the new semester by volunteering at the annual Muscular Dystrophy Association Telethon at the Ala Moana Shopping Plaza in Honolulu. Cadets assisted with fund-raising activities and distributed literature. They set such a positive image, they were asked to participate again in the spring. Volunteer efforts continued the following week, when six cadets assisted at the Honolulu Zoo Volunteer Appreciation Night. They ran a popcorn stand, as well as a temporary tattoo booth.

More than 40 new cadets participated in the New Student Orientation Sept. 4 where they were issued uniforms and learned about Air Force grooming standards, customs and courtesies and basic drill. The morning concluded with a cookout. Food is always a theme at detachment events, and during the following weekend more than 80 cadets, family members and friends participated in the annual Back-to-School Picnic. Food was plentiful, but cadets also participated in flight competitions and a dunking booth.

Fund-raising is also a major focus. More than 35 cadets and cadre participated in the first car wash of the year that helped cadets earn more

than \$600 for the cadet fund.

Cadets have also stayed busy presenting the colors at local events, to include acting as saber bearers at the Miss Teen International Pageant at the Royal Hawaiian Hotel.

#### **Det. 028, Embry-Riddle Aeronautical University, Ariz.**

The cadets recently held a retreat ceremony in honor of POW/MIA recognition day. The entire cadet corps formed up to pay tribute to the POW/MIA's.

The highlight of the ceremony was a four-ship, missing-man formation F-16 flyby. The F-16s flew in from Luke Air Force Base, Ariz. The ceremony was concluded with a retreat of the colors performed by the detachment color guard.

#### **Det. 030 University of Arkansas**

Recently cadets from the detachment were given the opportunity to meet with Gen. George Babbitt, Air Force Material Command commander.

Babbitt met with cadets and gave advice on being an Air Force officer. He spoke on the upcoming pay increases and how they would affect military members for the better.

#### **Det. 670 Oklahoma State University**

Cadets learned the value of community service by helping make a success of a major campus event.

Volunteer cadets in service dress handed out programs and seated several hundred VIPs and other guests attending public ceremonies marking OSU library's two-millionth volume.

## Det. 842

### University of Texas

Two of the National Aeronautics and Space Administration's finest astronauts, Lt. Col. Michael J. Bloomfield and Lt. Col. Rex J. Walheim, spoke to cadets about their futures in the Air Force and some of NASA's future plans for the space program Sept. 9. Cadets were in awe of the slide presentation, which provided shots of Earth, the space station Mir and the new international space station currently under construction.

The Wolfpack will be anxiously awaiting Bloomfield's second anticipated piloted shuttle mission in June 2000.

## Southeast Region

### Det. 157, Embry-Riddle

#### Aeronautical University, Fla.

After the close encounter with Hurricane Floyd in September, there was much to be done with the cleanup effort in the Daytona Beach community. Cadets James Cucchiara, John Blackman and Brian Goedert volunteered to help the community in the cleanup process. After public radio publicized their intentions of helping to cut down faulty trees and limbs for no cost, one can just imagine the feedback they received.

### Det. 158

#### University of South Florida

Cadets are focusing on recruiting students from area high schools and junior ROTC programs for the detachment. The recruiting staff is currently assisting Air Force Junior ROTC instructors at Boga Ciega High School to perform open ranks inspections. The feedback so far is

outstanding.

The cadets are also creating a mentoring program with several of the local JROTC units to provide a link between the JROTC and Senior ROTC programs. Additionally, in an attempt to help recruit potential members at two local high schools, cadets will visit the schools frequently over the semester to raise student interest. The recruiting year will finish out with the detachment sponsored annual JROTC Drill Competition in the spring of 2000.

### Det. 290

#### University of Kentucky

Cadets observed National POW/MIA Recognition Week by conducting a variety of meaningful events.

They kicked off the week by visiting the local Veterans Affairs hospital to visit with patients and post flyers to raise awareness of the POW/MIA issue.

During an on-campus POW/MIA vigil, organized by the cadets, the names of the approximately 2,054 U.S. servicemembers still listed as MIA from the Vietnam War were read over a public address system.

Approximately 40 cadets participated in a 27.3-mile POW/MIA Memorial Run. The POW/MIA flag was continuously carried during the run.

Prior to the week's events, cadets sold stainless steel POW bracelets and raised more than \$250 to donate to the memorial fund. The week's activities clearly demonstrated that America's POWs/MIAs and their families are truly not forgotten.

### Det. 010

#### University of Alabama

Cadets excelled during this summer's field training encamp-

ments with several awards. Cadet Brandy Webb was named a Distinguished Graduate from Tyndall I, Cadets Trey Staples and Michael Palik were named Superior Performers at Tyndall I, Cadet Lance Strickland was named a Superior Performer from Lackland I and Cadet Ryan Davidson was part of the Honor

The Detachment's cadet corps will also be joined by three incoming cadets who were recipients of the Airman Scholarship Commissioning Program: Jason Chambers, Cheri Guikema and Artis Poe. These new cadets will be able to provide valuable experience and advice to other cadets in the program. "This is outstanding, and we are very fortunate to have three cadets coming to our program under this scholarship," said Maj. Jerry Harrington, Admissions Officer.

### Det. 585

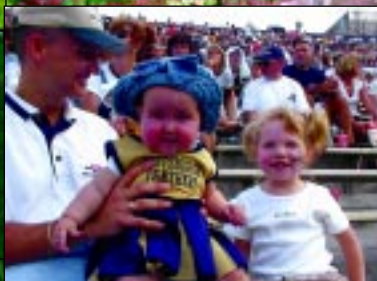
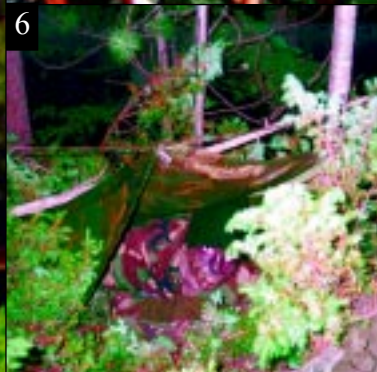
#### Duke University, N.C.

The detachment held its first diagnostic Physical Fitness Test Sept. 2 to introduce the test that consisted of timed push-ups, sit-ups and a two-mile run. One week later, the entire detachment gathered at Duke's Wallace Wade field to take the official test. "It was really great taking the PFT with all of the upperclassmen," noted freshman Cadet Tom Clifton. "It made all of us feel a little more motivated with the older cadets cheering us on."

Following the completion of the PFT, the detachment held a pizza blast at a local Italian restaurant to further promote unity and esprit de corps with the cadet wing. "If sweating with everyone doesn't bring you together, eating with them sure will," said Clifton on the night of the party.



# Cadet Collage



1) Det. 175 2) Det. 730 3) Det. 028 4) Det. 910 5) Det. 175 6) Det. 030 7) Det. 910 8) Det. 890 9) Det. 730  
10) Det. 030 11) Det. 340